

Transformation Plan Review

Oak Park Preparatory Academy 2016-2017

Indicator 1A: Principal Replacement

For the 2016-2017 school year, a new interim principal, Mrs. Akeya Murphy, and Assistant Principal, Mrs. Marcia Bonds were appointed to serve as the building level administration to meet all five turnaround competencies. The building level administration identified and focused on early wins and big payoffs at Oak Park Preparatory through strengthening the data team process. Interdisciplinary teams were created to break the organizational norms to encourage content area teachers across core subjects to collaborate on best practices to increase student performance. The building level administration was given the directive to act intentionally and swiftly to improve overall student outcomes, which included students being able to demonstrate proficiency on high stakes testing, which include State assessments by implementing with fidelity a rigorous curriculum and multi-tiered intervention system, which sets the bar high for the staff and students alike. The building level administration meets with the District Data Specialist once a week, as well as, analyzes building data themselves with the building leadership team and teacher driven curricular teams to ensure growth is occurring daily at Oak Park Preparatory Academy, and intervenes immediately when necessary. Lastly, the Oak Park Preparatory Academy Instructional Staff meets one to two times per week to focus on the Big Ideas, Foci, or Non-Negotiables of the school/district: PBIS/Capturing Kids Hearts, Data Teams, Small Group Instruction/Intervention (Accelerated Math and Accelerated Reader by Renaissance Learning), Inquiry Based Learning (IBL), and Formative and Summative Assessments to name the highest priorities.

Indicator 1B: Build Leadership Capacity

Oak Park School District will increase leadership capacity through a variety of methods, with one being the implementation of an Individual Growth, MDE Approved, Administrator Evaluation Instrument: School Advance Administrator Evaluation System. Mrs. Murphy, Interim Principal and Mrs. Bonds, Assistant Principal will be observed using the approved MDE Educator Effectiveness Evaluation Instrument to ensure that their practices are being supported. The goal is for improved school leadership which creates a climate and culture that is conducive for learning at all times, which yields improved student results. The new evaluation tool allows for ongoing feedback and evidence/documentation that should yield increased leadership capacity and improved student outcomes. Superintendent, Dr. Daveda Colbert and Executive Director of Curriculum and Title Services, Mr. Stan Trompeter will provide feedback on the school building administrators progress towards the Oak Park School District Goals and Non-Negotiables. Mrs. Murphy and Mrs. Bonds are engaged in professional learning labs at the district level twice a month, and also participates in a series of Oakland Schools and Michigan Department of Education professional learning opportunities. Both Mrs. Murphy and Mrs. Bonds are fully aware that leaders cannot lead what they do not know, therefore, building leadership capacity is a priority in Oak Park. They understand that reciprocal accountability implies the kind of leadership that is needed to improve teaching and student outcomes. They are both operating with a Growth Mindset, as well as, a Focus on Results, while building leadership capacity daily on their effective coaching and leadership styles.

Indicator 2A: Educator Evaluation

Oak Park School District has adopted 5 Dimensions of Teaching and Learning as the Instructional Personnel (Teacher) Educator Evaluation Instrument. The district reviewed several models, but decided to adopt 5 Dimensions of Teaching and Learning/5D+ Teacher Evaluation and 5D+ Go Observe/Pivot as their Instrument. The 5D + Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. The core elements are incorporated into purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. The educator evaluation process includes ongoing and immediate feedback to the instructional staff. The educator evaluation includes a 25% student growth component for the 2016-2017 school year, which is significant for Oak Park Preparatory to remain focused on. Student outcomes are the focus for Oak Park Preparatory Academy. Administrators and Teacher Representatives attended the 6 Day Training for 5D in a collaborative effort to make certain all administrators and teachers were receiving the same training and understanding the importance of improving teaching and learning throughout the district, not just Oak Park Preparatory Academy. This was 6 Days of 8 Hour Training Session. All Teachers were trained on the instrument on August 30, 2016 for a full 8 hour session, and were engaged in meaningful follow up for two days for four hours each after the initial training.

Indicator 2B: Administrator Evaluation

Oak Park School District has adopted School Advance Administrator Evaluation System as the building level and district level administrator evaluation instrument. After meeting collaboratively and reviewing the different tools recommended by the Michigan Department of Education, it was decided that School ADvance was the best option because the administrators were already familiar with the 5 Dimensions of Teaching and Learning which works in conjunction with School ADvance. The administrator evaluation includes a 25% student growth component for the 2016-2017 school year. All administrators participated in a two day 12 hour training on School Advance, and participated in three two hour District Led Collaborative Sessions in support of the School Advance instrument, led by by Mr. Stan Trompeter, as well as, Dr. Daveda Colbert.

Indicator 3A: Reward Process

Based on the Oak Park Educational Associations Agreement (OPEA) with the Oak Park Board of Education, teachers will be awarded a stipend each year as long as the school maintains or reaches Green or Lime Green Status results reported to the MDE. Teachers who receive this stipend must be present (in attendance and facilitating learning) 98% of the school year to receive this bonus. The same reward is in the Association of Oak Park School Administrators Agreement (AOPSA). Both agreements are for 2016-2020.

Indicator 3B: Removal Process

The 5 Dimensions of Teaching and Learning rubric works to ensure that all educators are positively contributing to increased student achievement. Mrs. Murphy and Mrs. Bonds will engage in a minimum of six observation sessions (three unannounced per semester) where they will script and code lessons. Once this has been done, the observe will give feedback, by noticing and wondering, which is probing

the teacher for more about the learning target, the lesson, the assessment for the day to make certain students gained the knowledge expected after the lesson, which allows the teacher time to reflect on their teaching practice and provide data to ensure their lesson contributes to increased student achievement. The goal is for all students to become proficient. Educators play a key role in student success. If an educator scores “minimally effective or ineffective” on the evaluation tool rubric, they will be placed on an Individualized Plan, given even more intense coaching and support, and encouraged to attend professional learning opportunities in an effort to improve teaching and learning. If an educator fails to adhere to recommendations and does not improve their practice after multiple suggestions, a removal plan would then be implemented.

Indicator 4A: Qualities of Professional Learning (PL) Program

Four times a month from 3:00-4:00pm Oak Park Preparatory staff engages in Professional Learning on the Big Ideas or Non-Negotiables of the District: PBIS, Data Teams, Implementing a Rigorous Curriculum, Inquiry Based Learning, and Formative/Summative Assessments. This work is ongoing and monitored for its’ effectiveness regularly to ensure that implementation is being done with fidelity. All of the Big Ideas or Non-Negotiables are embedded in the daily work through focused lessons, data collection, and common planning. All Professional Learning is intentionally focused on learning, collaboration, and results as a pathway to improving student outcomes at all grade levels and in all four core content areas. Increasing student achievement is a priority at Oak Park Preparatory Academy.

Indicator 5A: Recruitment and Assignment

Oak Park School District recruits educators based on student needs. If there is a need for a Reading Specialist or Resource Teacher to increase student achievement in Reading; the District will aggressively recruit and attract qualified individuals to fulfill that need. Educator needs are also matched when needed, by transferring them to the area in which they are most needed, in an effort to close achievement gaps, relationship gaps, opportunity gaps, and much more.

Indicator 5B: Retention

The Oak Park Educational Association (OPEA) and the Oak Park Board of Education have reached an agreement to retain teachers using an incentive system, as well as, implementing a teacher mentor program, and a teacher recognition program. The OPEA agreement is in place from 2016-2020.

Indicator 6A: Process for Selecting Instructional Program

Oak Park Preparatory Academy uses data from the M-Step, Scantron Performance Series, and Common Formative/Summative Assessments to make instructional decisions. Data is collected regularly in classrooms to determine the proficiency and achievement level of students. Students are divided into four performance band categories: Proficient (70-100%), Close (50-69%), Far but Likely (30-49%), and Intervention (0-29%). Data is also disaggregated through the use of Illuminate DnA for which all data team processes are aligned.

Indicator 6B: Qualities of Instructional Program

Each core department at Oak Park Preparatory formulates their lessons around the District Big Ideas, Foci, and/or Non-Negotiables: Implementing a Rigorous Curriculum, Inquiry Based Learning, Data Teams, and Formative/Summative Assessments. Strategies are discussed in Professional Learning

Communities (data team meetings and grade level meetings and content team meeting) and implemented in classrooms. All strategies such as differentiated instruction, formative assessment, small group instruction, use of technology in the classroom, and inquiry based learning are research based. Most lessons follow the rigorous Common Core Curriculum designed in collaboration with Oakland Schools and all content is aligned both vertically and horizontally.

Indicator 7A: Use of Individual Student Data

Data collected from formative and summative assessments provides the main foundation for which drives the course curriculum. Students are divided into four performance band categories: Proficient (70-100%), Close (50-69%), Far but Likely (30-49%), and Intervention (0-29%) based on their achievement on an assessment. Teachers are able to look at each student's conceptual understanding of a standard as well as question type (multiple choice, constructed response). Data is also disaggregated through the use of Illuminate DnA for which all data teams processes revolve around. Teachers meet in data teams where they go through an intensive data team process to help inform their instruction.

Indicator 8A: Time for Core Subjects

The schedule has been designed to ensure that core academic teachers are able to collaborate during their common planning time. These teachers are given one hour, every day to collaborate and engage in professional conversations and interdisciplinary work that yield improved student outcomes.

Indicator 8B: Time for Enrichment

Enrichment time has been added into the student schedule to increase student achievement. Students needing assistance (as determined from State and local testing) have the opportunity to take a math or reading enrichment course and/or participate in Saturday School. Our defined enrichment time has the goal of increasing the achievement of our bottom 30%. We also offer co-teaching experiences to allow students the opportunity to get more individualized instruction. In an effort to offer additional learning opportunities, one hour has been added for after school tutoring three days a week and a four hour Saturday camp has been implemented to provide additional learning time to those who are most in need of additional support.

Indicator 8C: Time for Professional Learning

The schedule has been designed to ensure that core academic teachers are able to collaborate during their common planning time. These teachers are given one hour, every day to collaborate and engage in professional conversations and interdisciplinary work that yield improved student outcomes. Also, four hours each month have been allocated as professional development after school in staff meetings, every Monday.

Indicator 9A: Family Engagement

A Parent University has been established. Once a month parents are educated on Curriculum and Instruction, Interventions, and Educational Services and Supports (wraparound services that work). Also, once a month parents are invited during the school day to have Coffee with the Principal, and another meeting is scheduled once a month after school hours for Title I conversations. Parent engagement is key to our success. Oak Park Preparatory Academy is committed to building powerful

relationships with parents that help to improve student outcomes. The goal is to motivate students to reach their full potential and parents are vitally important to the implementation of the process and the overall success of all of our students. Parents are encouraged to use ParentConnect and sign up for weekly e-blasts which keep them informed and connected to their child's learning.

Indicator 9B: Community Engagement

Oak Park Schools engages the community regularly, but some of the partnerships are vital to the success of the students at Oak Park Preparatory Academy. InsideOut Literary Arts Project partnership inspires students to think broadly, create bravely and share their voices with the wider world. The writing component is powerful. The student publish a book every year. Another partnership involves Square One Education Network with our Robotics Initiatives. Oak Park Preparatory Academies Robotics Team is first class because of the partnership and support that is given to motivate students to embrace STEM. Another partnership is with Oak Park Public Safety. They work with students on conflict resolution, bullying awareness, and much more. We have a partnership with the National Black Congress of Black Women, who sponsors a Mock Election for elections, which is a great opportunity for students to learn about voter rights, the electoral college, and much more. We have a number of partnerships, which involves the community and others. These are just a few of our many partnerships, which falls under our community engagement umbrella. We also engage the community by sharing highlights of our successes in the weekly e-blasts known as The Shield or the Semester Newsletter known as the REACH. The community is also encouraged to be a part of our Literacy Initiatives District Wide.

Indicator 10A: Operational Flexibility

Please see attached Abbreviated Goals and Plans Template.

Indicator 11A: External Technical Support

Oak Park Preparatory Academy acknowledges and appreciates all support offered in an effort to improve student results. Mr. Stan Trompeter has been designated as the central office contact person responsible for monitoring and supporting the school on a weekly basis, while the Superintendent works closely with the building administrators on vision, focus, climate and culture, staffing and budgetary supports that are needed to garner the intended results. The district participates in training sessions, workshops, and conferences sponsored by local districts, the ISD, MDE, Southeastern Michigan colleges and universities that focus on improved instructional methods, as well as, other organizations offering professional learning that aligns with our goals wherever possible.